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28 SEP 1978

MEMORANDUM FOR: Deputy Director for Administration

FROM : F. W. M. Janney
Director of Personnel

SUBJECT : Developmental Profiles

1. Forwarded in response to your request are four representative Developmental Profiles from each of the major Career Services; the E Service did not publish profiles. The DDA and NFAC published their Directorate profiles in handbook style; the DDO published them as a section of the Personnel Evaluation System Handbook. The DDS&T maintains a master list in the Career Management Office, but at present there is no Career Service-wide distribution.

2. Employees are advised in a variety of ways of the availability of the profiles. In the DDO each employee is required to read the Personnel Evaluation System Handbook once a year, albeit we find employees who say they have read the book, but do not recognize the profiles for what they are. The DDA distributed the Directorate handbook to the individual DDA offices for inclusion in the Personnel Handbook and thus for the information of all the employees. As noted above, DDS&T profiles are handled on an office basis without centralized distribution. NFAC distributes the handbook to the branch level and issued an employee notice advising of the location of the information. All the Career Services note the profiles are used in counseling sessions. In addition, the Office of Personnel maintains copies of all issuances for reference and use in the counseling cases handled by SPD.

3. To aid in a review of the program, we have included with this memorandum a copy of the original instructions for the preparation of the profiles which were first made a part of the Personnel Development Program in 1975. They were originally designed for professional and technical personnel, but some Services have prepared them for secretaries, information control clerks, et al., and normally begin with the entry level grade of the professional or discipline concerned.

(Signed) F. W. M. Janney
F. W. M. Janney

Attachments

This document may be downgraded when
separated from its original attachment.

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SECTION II - DEVELOPMENTAL PROFILES

1. The second part of the FY 75 PDP is concerned with the design of Developmental Profiles for professional and technical personnel in grades GS-09 and above. A Developmental Profile can be viewed as a flow chart of either short or long range developmental plans and opportunities which is designed for a functionally homogeneous group of officers at progressively higher levels of functional responsibility. The purpose of the Profile is to provide guidelines for the decisions affecting the career development of members of an identified group, and to provide a frame of reference for appraising their readiness for the varying stages of development. The Profiles identify those training courses and types of assignments which are generally pertinent for consideration in planning the development of the talents and abilities of individuals within the concept of the profession and/or discipline of the group. Profiles should also identify any relationships which exist among the various disciplines or tracks so the individuals concerned can see the patterns of career planning and the available options.

2. Care must be taken to insure the training and assignments are valid for the purpose of the Profile and that it will contribute to the professional and personal growth of the employees concerned. A basic intent should be to provide the opportunity for continuous professional development while recognizing that not all personnel within the group for whom the Profile is designed will wish or be able to take advantage of every aspect of the available plans. Nevertheless, the Profile should, within the concept of the identified group, be planned to fully develop quality personnel.

3. A Developmental Profile serves a number of purposes: (a) it focuses attention on the many ways of developing Agency personnel or of

providing them the opportunity for development; (b) it formulates in orderly fashion the requirements considered, valid for development within a particular professional or technical discipline; (c) it improves motivation and morale by giving the members of a functional group an understanding of what constitutes progress in their area of development; (d) it provides assistance to the Career Services in managing the effective development and utilization of the Agency's manpower resources. This is essential at this time of reduced personnel ceilings and the loss of many senior and experienced personnel by retirement.

4. A well designed Profile provides a positive framework for planning and evaluating training and assignments and is a key element in an effective career management system. The content of the Developmental Profile should be designed for use as a check list or point of reference for plans or options to be considered when reviewing personnel either individually or as members of a group. Such reviews will insure that required training and/or developmental assignments are arranged in a timely and orderly fashion. The Career Services can use the Profiles as guides for evaluating the progress of officers at established checkpoints in a career and provide the means ... training or particular assignment ... for appropriate or needed development. Training should supplement an individual's preparation for a particular assignment or contribute to his long range career development. The Profiles will also be useful to supervisors in determining immediate training programs and schedules.

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5. Most Developmental Profiles will be addressed to the concept of a single function and include the grade parameters normally associated with that function. In all cases, function and level of responsibility are the bases for the qualitative measurement. In some cases the training prescribed in a Profile will be arranged to immediately precede the assignment for which it is designed. In others, the sequence of training courses will be arranged over a period of time and lead toward more responsible and senior assignments. Consultations with representative employees in the group will provide information essential to the development of specific aspects of the Profile.

6. A Profile must be flexible and responsive to change. There is no intent that it be applied rigidly to require each officer in grade or functional group to take identical courses or be assigned to exactly the same type of position in the same time frame. Not all officers will or should be expected to progress exactly as the Profile specifies. Dependent on individual talents and choices, as well as on Agency interests and evaluations, some officers will progress only to a certain point within the parameters of a Profile. Others may change disciplines completely or be selected for executive development in which case they will then follow a program individually designed to meet specific needs of the position or positions for which they are candidates. The fact that an officer is not selected for, or elects not to follow the whole program outlined in a particular Profile, should not restrict him from enrollment in courses or developmental activities which will serve the purpose of maintaining proficiency in his functional field. In other words, the Developmental Profile should also offer the

opportunity for maintaining current skills or developing new ones required to keep pace with changes in the state of the art.

7. The Developmental Profile, then, is a tool to guide career development action, for creative use in deciding choices between opportunities for planned training and experience, and to provide standards for evaluating levels of growth within a functional area. The Profile is a reminder to both management and to individual employees of the requirements and opportunities for development in a positive fashion.